

## LADY'S ISLAND MIDDLE

30 Cougar Drive  
Beaufort, South Carolina 29907

**GRADES** 6-8 Middle School

**ENROLLMENT** 626 Students

**PRINCIPAL** Priscilla Drake 843-322-3100

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	31	14	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

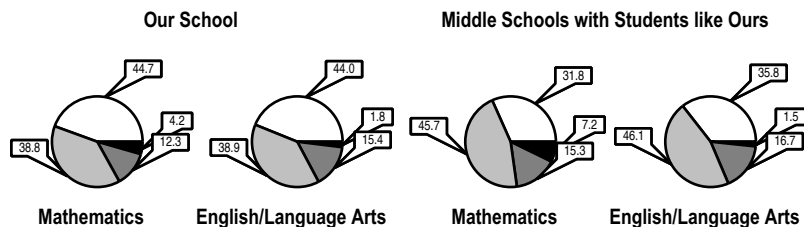
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

	<b>Definition of Critical Terms</b>
	<b>Advanced</b> Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b> Well prepared to work at next grade level; met expectations
	<b>Basic</b> Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b> Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	53	207	111
Percent satisfied with learning environment	72.0%	74.3%	63.6%
Percent satisfied with social and physical environment	80.0%	71.4%	59.3%
Percent satisfied with home-school relations	37.3%	79.2%	67.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	628	99.7	44.0	38.9	15.4	1.8	17.2	17.6
Gender								
Male	300	100.0	55.4	34.2	8.8	1.5	10.4	17.6
Female	328	99.4	34.4	42.8	20.9	1.9	22.8	17.6
Racial/Ethnic Group								
White	192	99.5	22.9	44.1	27.6	5.3	32.9	17.6
African-American	407	99.8	52.3	37.8	9.7	0.3	9.9	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	24	100.0	68.2	13.6	18.2	N/A	18.2	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	555	99.8	41.1	40.4	16.6	1.9	18.5	17.6
Disabled	73	98.6	76.1	21.7	2.2	N/A	2.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	628	99.7	44.0	38.9	15.4	1.8	17.2	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	626	99.7	43.8	39.0	15.5	1.8	17.2	17.6
Socio-Economic Status								
Subsidized meals	365	99.7	51.7	39.5	8.5	0.3	8.8	17.6
Full-pay meals	261	99.6	33.2	38.2	24.9	3.7	28.6	17.6

Mathematics								
All students	628	99.8	44.7	38.8	12.3	4.2	16.5	15.5
Gender								
Male	300	99.7	51.0	36.7	9.7	2.7	12.4	15.5
Female	328	100.0	39.5	40.5	14.5	5.5	19.9	15.5
Racial/Ethnic Group								
White	192	100.0	20.6	50.0	18.2	11.2	29.4	15.5
African-American	407	100.0	56.0	33.8	8.8	1.3	10.2	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	24	95.8	42.9	33.3	23.8	N/A	23.8	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	555	99.8	42.0	40.5	13.0	4.6	17.6	15.5
Disabled	73	100.0	76.1	19.6	4.3	N/A	4.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	628	99.8	44.7	38.8	12.3	4.2	16.5	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	626	99.8	44.7	38.7	12.3	4.2	16.5	15.5
Socio-Economic Status								
Subsidized meals	365	99.7	54.6	33.8	10.1	1.5	11.6	15.5
Full-pay meals	261	100.0	31.5	45.2	15.4	7.9	23.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	182	N/A	27.6	43.1	23.0	6.3	29.3
	Grade 7	216	N/A	31.9	46.0	18.8	3.3	22.1
	Grade 8	259	N/A	46.4	36.8	14.8	2.0	16.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	212	100.0	55.9	30.1	12.4	1.6	14.0
	Grade 7	203	99.0	30.1	45.9	23.0	1.1	24.0
	Grade 8	213	100.0	45.5	40.6	11.4	2.5	13.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	182	N/A	31.8	44.5	16.2	7.5	23.7
	Grade 7	216	N/A	55.4	24.9	10.3	9.4	19.7
	Grade 8	259	N/A	56.1	36.4	5.1	2.4	7.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	212	100.0	44.1	39.8	14.0	2.2	16.1
	Grade 7	203	100.0	37.7	36.6	17.5	8.2	25.7
	Grade 8	213	99.5	51.7	39.8	6.0	2.5	8.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 626)				
Students enrolled in high school credit courses (grades 7 & 8)	40.4%	Up from 23.8%	12.3%	14.4%
Retention rate	N/A	N/A	2.7%	2.3%
Attendance rate	94.0%	Down from 95.8%	95.0%	95.2%
Eligible for gifted and talented	18.4%	Up from 17.6%	12.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.1%	Up from 9.9%	15.0%	14.1%
Older than usual for grade	3.4%	Down from 3.5%	4.6%	4.9%
Suspended or expelled	0.6%	Down from 0.9%	1.0%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	51.8%	Up from 43.0%	45.7%	47.1%
Continuing contract teachers	69.6%	Down from 70.9%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	69.4%	Down from 79.3%	82.6%	84.3%
Teacher attendance rate	94.8%	Up from 93.8%	94.8%	95.0%
Average teacher salary	\$39,562	Up 7.4%	\$38,839	\$39,924
Prof. development days/teacher	11.8 days	Down from 12.8 days	10.5 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio	13.7 to 1	Down from 13.8 to 1	20.8 to 1	21.0 to 1
Prime instructional time	85.3%	Down from 87.0%	88.4%	88.9%
Dollars spent per pupil*	\$7,716	Up 33.3%	\$5,733	\$5,854
Percent spent on teacher salaries*	48.9%	Down from 55.9%	62.0%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.0%	Down from 96.9%	94.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We have accomplished our goal to successfully implement the Middle Years Program, International Studies and the Performing Arts Programs. These programs have provided our students opportunities to become involved in the community through many projects and performances. Our school-wide instructional goal was to increase writing across the curriculum and improve our students' reading ability. Our STAR reading results have shown that improvement in reading has taken place in several areas. Teachers have been assisted in this effort through the assistance of our Literacy Coach, ongoing applied professional development through our Milken Teacher Advancement Program, and the updating of our professional library, as well as teachers becoming more efficient at integrating technology into the curriculum. The Southern Association of Colleges and Schools, SACS, visited our school this year to evaluate how well we are doing. This served as a great opportunity for our parents, students and teachers to work together as a team as we prepared for our site visit. Our visiting team was complimentary of the job that's being done to educate our students.

Students and teachers have continued to work diligently to increase test scores as they integrate content standards into their curriculum. The number of students qualifying as Junior Scholars and Duke University TIP scholars has also increased. Our athletic teams brought home trophies again this year. Our football team was honored with the title of Beaufort County Middle School Football Champions.

LIMS is proud to be selected as one of twelve schools across the state to participate in the SEER Program. The SEER Program focuses on using the environment as an integrating context for learning. A core team of four teachers (one from each major discipline) will work to integrate English, mathematics, social studies, and science through hands-on, minds-on methods to teach students to think and reason in a different way-using students' cognitive, kinesthetic, affective, and sensory abilities.

LIMS has also been selected to participate in the HOST Learning Program which will be implemented to assist students with increasing their math PACT scores.

We look forward to beginning our new school year with a school-wide focus on the implementation of the Middle Years Program and infusion of the arts.

Lady's Island Middle School will continue to provide opportunities for inquiry learning, collaboration, and problem-solving as we prepare students to experience academic growth and personal success in an environment of respect and responsibility.

Priscilla Drake, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.